

## CROSS ELEMENTARY

1325 Ranger Drive  
Cross, SC 29436

**GRADES** K-6 Elementary School

**ENROLLMENT** 440 Students

**PRINCIPAL** Dr. Carolyn Myers-Gillens 843-899-8916

**SUPERINTENDENT** Dr. J. Chester Floyd 843-899-8600

**BOARD CHAIR** Harriett Dangerfield 843-871-3409

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	14	67	48	3

#### IMPROVEMENT RATING:

**GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Unsatisfactory	N/A
<b>2002</b>	Average	Average	N/A
<b>2003</b>	Average	Average	No
<b>2004</b>	Average	Good	Yes

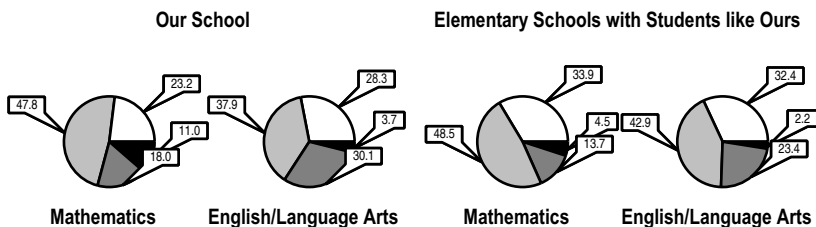
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

74.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	281	100.0	28.3	37.9	30.1	3.7	41.5	Yes	Yes
<b>Gender</b>									
Male	143	100.0	32.8	35.8	30.7	0.7	36.5		
Female	138	100.0	23.7	40.0	29.6	6.7	46.7		
<b>Racial/Ethnic Group</b>									
White	47	100.0	9.5	33.3	57.1	0.0	61.9	Yes	Yes
African-American	231	100.0	31.6	38.6	25.4	4.4	38.2	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	206	100.0	20.3	42.1	32.5	5.1	47.2		
Disabled	75	100.0	49.3	26.7	24.0	0.0	26.7	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	281	100.0	28.3	37.9	30.1	3.7	41.5		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	281	100.0	28.3	37.9	30.1	3.7	41.5		
<b>Socio-Economic Status</b>									
Subsidized meals	240	100.0	30.0	38.2	28.3	3.4	39.9	Yes	Yes
Full-pay meals	41	100.0	17.9	35.9	41.0	5.1	51.3		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	281	100.0	23.2	47.8	18.0	11.0	45.6	Yes	Yes
<b>Gender</b>									
Male	143	100.0	24.1	49.6	16.8	9.5	40.1		
Female	138	100.0	22.2	45.9	19.3	12.6	51.1		
<b>Racial/Ethnic Group</b>									
White	47	100.0	11.9	40.5	33.3	14.3	61.9	Yes	Yes
African-American	231	100.0	25.4	48.7	15.4	10.5	42.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	206	100.0	15.2	49.2	21.3	14.2	55.3		
Disabled	75	100.0	44.0	44.0	9.3	2.7	20.0	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	281	100.0	23.2	47.8	18.0	11.0	45.6		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	281	100.0	23.2	47.8	18.0	11.0	45.6		
<b>Socio-Economic Status</b>									
Subsidized meals	240	100.0	24.5	48.9	16.3	10.3	43.8	Yes	Yes
Full-pay meals	41	100.0	15.4	41.0	28.2	15.4	56.4		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	83	100.0	14.3	36.4	42.9	6.5	49.4
	<b>Grade 4</b>	70	100.0	20.0	61.5	18.5	N/A	18.5
	<b>Grade 5</b>	78	100.0	43.8	42.5	13.7	N/A	13.7
	<b>Grade 6</b>	94	100.0	33.3	52.2	10.0	4.4	14.4
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	61	100.0	19.7	31.1	41.0	8.2	49.2
	<b>Grade 4</b>	79	100.0	29.3	40.0	28.0	2.7	30.7
	<b>Grade 5</b>	70	100.0	24.3	57.1	17.1	1.4	18.6
	<b>Grade 6</b>	72	100.0	38.9	40.3	16.7	4.2	20.8
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	83	100.0	22.1	61.0	9.1	7.8	16.9
	<b>Grade 4</b>	70	100.0	27.7	43.1	16.9	12.3	29.2
	<b>Grade 5</b>	78	100.0	49.3	39.7	9.6	1.4	11.0
	<b>Grade 6</b>	94	100.0	24.4	58.9	12.2	4.4	16.7
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	61	100.0	18.0	63.9	18.0	N/A	18.0
	<b>Grade 4</b>	79	100.0	22.7	40.0	17.3	20.0	37.3
	<b>Grade 5</b>	70	100.0	31.4	42.9	17.1	8.6	25.7
	<b>Grade 6</b>	72	100.0	20.8	52.8	13.9	12.5	26.4
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 440)				
First graders who attended full-day kindergarten	98.0%	N/C	100.0%	100.0%
Retention rate	4.3%	Up from 2.6%	3.6%	2.7%
Attendance rate	95.5%	Down from 95.8%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.4%		6.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	10.3%		5.3%	3.5%
Eligible for gifted and talented	7.4%	Up from 5.6%	5.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	17.4%	Down from 19.0%	8.0%	8.2%
Older than usual for grade	2.7%	Up from 1.8%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	No change	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	62.2%	Up from 53.7%	49.5%	51.4%
Continuing contract teachers	91.9%	Up from 73.2%	81.8%	87.5%
Highly qualified teachers**	87.9%	N/A	92.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		3.1%	0.0%
Teachers returning from previous year	85.7%	Up from 85.3%	83.4%	86.7%
Teacher attendance rate	96.1%	Up from 94.3%	94.7%	94.9%
Average teacher salary	\$40,602	Up 1.1%	\$40,140	\$40,760
Prof. development days/teacher	11.8 days	Up from 10.1 days	13.7 days	12.4 days

School				
Principal's years at school	18.0	Up from 17.0	4.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 17.9 to 1	17.2 to 1	18.9 to 1
Prime instructional time	90.7%	Up from 89.6%	89.0%	90.0%
Dollars spent per pupil*	\$7,570	Up 7.7%	\$6,674	\$6,044
Percent of expenditures for teacher salaries*	59.1%	Up from 56.9%	64.0%	65.9%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	98.1%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.8%	92.0%
Highly qualified teachers in high poverty schools**	91.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Cross Elementary School has created a positive climate for learning centered on its school motto—I BELIEVE IN MYSELF...I CAN! The school population is unique and ranges from four-year-old child development through sixth grade. The school is fully accredited by the Southern Association of Colleges and Schools and qualifies for Title 1 federal funds based on a free and reduced lunch rate exceeding 90%.

The school offers a wide variety of educational programs to benefit all levels and styles of learners. A quality fine arts program provides students art, music, library, and physical education. In addition, band and strings are offered to fifth and sixth grade students. All students attend daily computer lab instruction. Students in grades 3-6 needing additional instruction in math and reading are identified and provided assistance in after-school tutoring classes. Selected fourth and fifth grade students are provided tutoring and extra-curricular activities through a 21st Century grant. Selected sixth-grade students receive additional tutoring and activities through the Communities in Schools grant.

Cross Elementary has been awarded "Flagship Status" through the Schools of Promise initiative sponsored by the South Carolina Association of School Administrators. The "Healthy Schools" program combines the efforts and resources of the school, community, and business partners to promote academic achievement and well-being of local youth. The school, in collaboration with the School Improvement Council, was successful in implementing and achieving its programs and goals in service learning, School-to-Work grants, school volunteers, annual career day, DADS mentoring program, and the school-wide Accelerated Reading incentive program.

There is a continued emphasis on professional growth and development for the Cross Elementary staff. All staff members are trained in the 6 + 1 Writing Traits model as well as the Cunningham Language Arts Model of instruction. Teachers, administrators, and classified staff are given opportunities to participate in local workshops and state conferences to enhance their skills. In addition, several teachers participate in the South Carolina Reading Initiative to improve language arts instruction.

Student achievement in grades one through six continues to show improvement in language arts. Additional efforts in mathematics curriculum are needed to increase achievement in this area. The adoption of a new mathematics curriculum for grades one through six will assist with efforts in this area.

Carolyn M. Gillens, Ed.D

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	33	65	23
Percent satisfied with learning environment	84.8%	74.6%	69.6%
Percent satisfied with social and physical environment	87.9%	78.1%	60.9%
Percent satisfied with home-school relations	42.4%	86.2%	56.5%

\*Only students at the highest elementary school grade level at this school and their parents were included.